Ch 2, 3, 4, & 5

Complete the table

	Present	Remove
Reinforcer		
Aversive condition		

Ch 2, 3, 4, & 5

Diagram a performance management example of:
-Reinforcement
-Escape
-Punishment
-Penalty

Ch 2, 3, 4, & 5

Complete the table

Traditional	**POB**
Positive reinforcer	
Positive reinforcement	
Negative reinforcer	
Negative reinforcement	

Ch 2, 3, 4, & 5

What's the common confusion between positive and negative reinforcement?

Ch 2, 3, 4, & 5

Diagram a Skinner box example of:
-Reinforcement
-Escape
-Punishment
-Penalty

Ch 2, 3, 4, & 5

According to the toothpaste theory, what is wrong with talking about expressing things?

Ch 2, 3, 4, & 5

Diagram an everyday example of:
-Reinforcement
-Escape
-Punishment
-Penalty

Ch 2, 3, 4, & 5

Diagram a performance management example of:
Reinforcement
No approval → say "please" → approval
Escape
Aversive look → say "please" → no aversive look
Punishment
No scolding → say "gimme" → scolding
Penalty
Toy → say "gimme" → no toy

Ch 2, 3, 4, & 5

Complete the table

	Present	Remove
Reinforcer	Reinforcement	Penalty
Aversive condition	Punishment	Escape

Ch 2, 3, 4, & 5

Confusion: negative reinforcement will decrease behavior and positive reinforcement will increase behavior.

Actual: *positive* and *negative* refer to the *addition* (presentation) or *subtraction* (removal) of the outcome stimulus.

It does NOT refer to the *effect* that the outcome has

Ch 2, 3, 4, & 5

Complete the table

Traditional	**POB**
Positive reinforcer	Reinforcer
Positive reinforcement	Reinforcement
Negative reinforcer	Aversive condition
Negative reinforcement	Escape

Ch 2, 3, 4, & 5

- Beware of the verb *to express*.
- *Expressing* implies that there is bottled up emotion waiting to ooze out in the form of behavior.
- It will lead you away from the contingencies controlling the behavior of concern.

Ch 2, 3, 4, & 5

Skinner box example of:
Reinforcement
No water → press lever → water
Escape
Shock → press lever → no shock
Punishment
No shock → press lever → shock
Penalty
Food → press lever → no food

Ch 2, 3, 4, & 5

Everyday example of:
Reinforcement
No friend's voice → answer phone → friend's voice
Escape
Aversive alarm → hit snooze → No aversive alarm
Punishment
No telemarketer → answer phone → telemarketer
Penalty
Juice → spill juice → no juice

Ch 6

Penalty versus extinction.

Diagram an example from the Skinner box.

Ch 6

Penalty versus extinction.

Compare & contrast.

Ch 6

Penalty versus extinction.

Diagram an example from everyday life.

Ch 6

Extinction of escape vs. not presenting the aversive before condition.

What's the common confusion?

Ch 6

Penalty versus extinction.

Diagram a performance management example.

Ch 6

Extinction of escape vs. not presenting the aversive before condition.

What's the difference?

Ch 6

Penalty versus extinction.

What's the common confusion?

Ch 6

	Procedure	Process/Results
Extinction		
Response cost		
Time-out		

Ch 6

Similarities:
-Both result in no reinforcer
-Both decrease behavior

Differences:
-In penalty, a separate reinforcer from the one maintaining the behavior is removed.
-In extinction, the SAME reinforcer that is maintaining the behavior is WITHHELD (response has no effect)

Ch 6

Confusion:
People think not presenting the aversive before condition is extinction of escape.

Ch 6

-In extinction, the response still occurs, but no longer produces the same outcome (has no effect).
    -Extinction of escape involves KEEPING the aversive stimulus in place after the response.
-The aversive before condition is the motivating condition. Without that, the response will not occur and therefore cannot be extinguished.

Ch 6

	Procedure	Process/Results
Extinction	Stop giving reinforcer	Response frequency decreases
Response cost	Loss of a reinforcer currently possessed	Rate may decrease rapidly
Time-out	Removal of access to a reinforcer	Rate may decrease rapidly

PENALTY
Maintaining reinforcement contingency
No water → press lever → water
Penalty contingency
Food → press lever → no food

EXTINCTION
Maintaining reinforcement contingency
No water → press lever → water
Extinction contingency
No water→ press lever → no water

PENALTY
Maintaining reinforcement contingency
No attention → tell dirty joke → attention
Penalty contingency
Cute girl → tell dirty joke → no cute girl

EXTINCTION
Maintaining reinforcement contingency
No attention → tell dirty joke → attention
Extinction contingency
No attention → tell dirty joke → no attention

PENALTY
Maintaining reinforcement contingency
No attention → walk in office → attention
Penalty contingency
Tokens → walk in office → fewer tokens

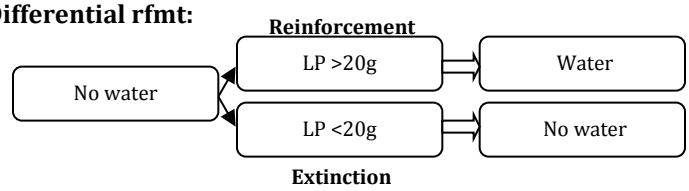
EXTINCTION
Maintaining reinforcement contingency
No attention → walk in office → attention
Extinction contingency
No attention → walk in office → no attention

Ch 6

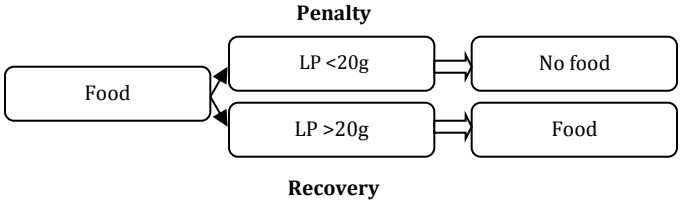
Confusion:
People often offer a penalty contingency as an example of extinction.

Ch 7 Differential reinforcement vs. plain-vanilla reinforcement. Compare & contrast.	**Ch 7** Differential reinforcement procedure vs. differential punishment procedure. Illustrate the differences using examples from the Skinner box.
Ch 7 Differential reinforcement vs. plain-vanilla reinforcement. Illustrate the differences using examples from the Skinner box.	**Ch 7** Differential reinforcement procedure vs. differential punishment procedure. What's the common confusion?
Ch 7 Differential escape vs. plain-vanilla escape. Compare & contrast.	
Ch 7 Differential escape vs. plain-vanilla escape. Illustrate the differences using examples from the Skinner box.	

Differential rfmt:



Differential penalty:
(Maintaining rfmt contingency: no water → press lever → water)



Ch 7

Confusion:

-People forget that there needs to be a separate reinforcement contingency maintaining the response if a penalty contingency is going to suppress that bx above or below a specific value.

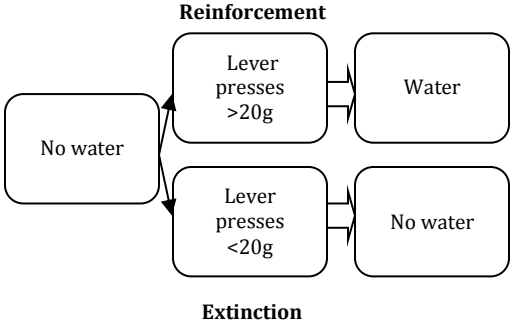
-The usual error is to flip the outcomes of the diff. rfmt procedure and believe that they have demonstrated an example of diff. penalty.

Ch 7

Similarities:
-Both result in an increase in responding

Differences:
-Differential reinforcement includes a reinforcement AND extinction procedure, thus dividing the response class into 2 sets of responses.
-Plain-vanilla reinforcement does not divide the response class, but reinforces all responses that fall into that specific response class.

Differential reinforcement:



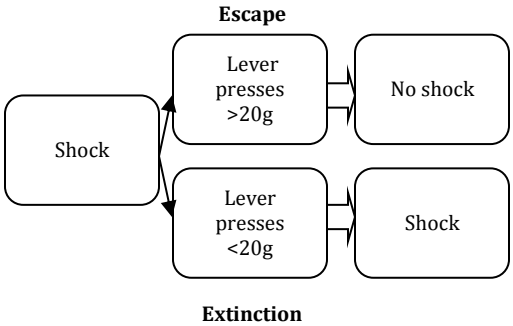
Plain-vanilla reinforcement:
No water → press lever (any force) → water

Ch 7

Similarities:
-Both result in an increase in responding

Differences:
-Differential escape includes an escape AND extinction procedure, thus dividing the response class into 2 sets of responses.
-Plain-vanilla escape does not divide the response class, but reinforces all responses that fall into that specific response class.

Differential escape:



Plain-vanilla escape:
Shock → press lever (any force) → no shock

Ch 8

The differential reinforcement procedure vs. the procedure of shaping with reinforcement.

Compare and contrast.

Ch 8

Variable outcome shaping vs. fixed outcome shaping.

Illustrate the differences between these 2 procedures using a pair of examples from the Skinner box.

Ch 8

The differential reinforcement procedure vs. the procedure of shaping with reinforcement.

Illustrate this relationship using a pair of examples from the Skinner box.

Ch 8

Complete this table

	Fixed-outcome	**Variable-outcome**
# of outcome sizes		
Regression to earlier levels		
Usual source of shaping		

Ch 8

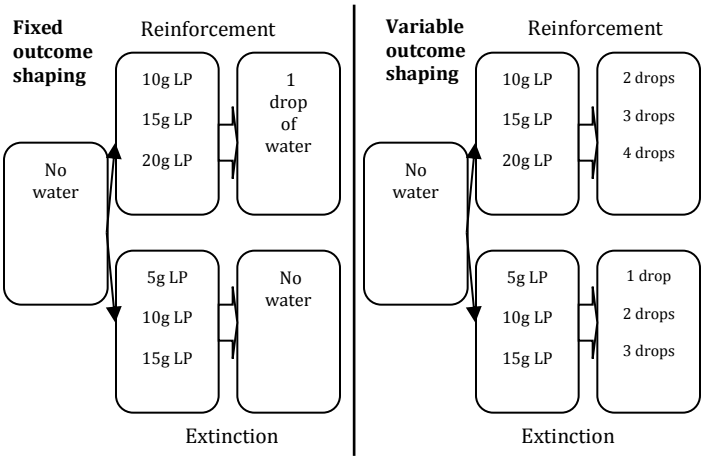
Shaping with reinforcement vs. shaping with punishment.

Give contrasting Skinner box examples using force as the response dimension.

Ch 8

Shaping with reinforcement vs. shaping with punishment.

Compare & contrast.



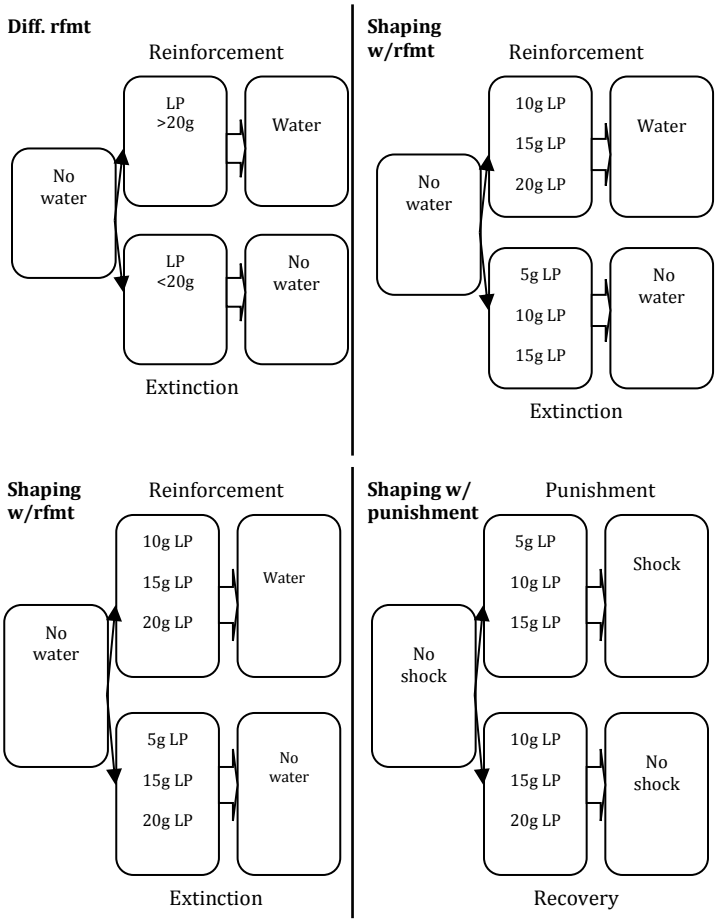
Ch 8

Complete this table

	Fixed-outcome	Variable-outcome
# of outcome sizes	One	Many
Regression to earlier levels	No reinforcers	Weaker reinforcers
Usual source of shaping	Performance manager	Nature

Similarities:
-Both include concurrent rfmt & extinction contingencies.
-The results of both are that a response will increase at some value(s) along one dimension and decrease at some value(s) along another dimension.

Differences:
-In diff. rfmt, there is only one distinction made along relevant response dimension.
-In shaping, there are several distinctions made.
-In diff. rfmt, both responses must occur regularly at the beginning of the procedure.
-In shaping, only the initial response must occur regularly at the beginning of the procedure.



Ch 8

Similarities:
-Both have same terminal response (e.g., 20g LP)

Differences:
-Shaping w/reinforcement reinforces ONLY those responses that more closely approximate the terminal response.
-Shaping w/punishment punishes ALL responses EXCEPT those that more closely approximate the terminal response.

Ch 9 Define learning & performance.	**Ch 9** Explain the experiment that illustrates the MO's effect on **learning**. What were the independent and dependent variables?
Ch 9 Explain the experiment that illustrates the MO's effect on **learning**. How were the 2 groups of rats divided?	**Ch 9** Explain the experiment that illustrates the MO's effect on **learning**. What were the results of the experiment?
Ch 9 Explain the experiment that illustrates the MO's effect on **learning**. Describe the procedure used in the experiment.	**Ch 9** Explain the experiment that illustrates the MO's effect on **learning**. What is the significance of the results of this experiment with respect to MOs?
Ch 9 Explain the experiment that illustrates the MO's effect on **learning**. Why was only one lever press used?	**Ch 9** Explain the experiment that illustrates the MO's effect on **performance**. How were the 2 groups of rats divided?

Ch 9

Independent variable: amount of time that the rats were deprived on MONDAY.

Dependent variable: the latency of their response on TUESDAY.

Ch 9

Learning: is a change in behavior as a function of its consequences. If a response produces a reinforcer, then the next time there is an opportunity for that response to occur, it will occur with a shorter latency (or more frequently for a free-operant response), typically with greater force, greater accuracy, and/or more precise stimulus control (i.e., more correctly). More or less, the opposite is true if the response produces an aversive condition.

Performance: is the occurrence of behavior. Each time the behaver makes the response he is performing. So learning affects the performance of the response, i.e., the latency, force, etc. The learning that occurs now (e.g, with this incidence of reinforcement) affects your performance later.

Ch 9

The rats that were deprived for 24 hours on Monday demonstrated a shorter latency for their lever press on Tuesday than did the rats that were deprived for 6 hours.

Ch 9

One group was 24-hour water deprived on Monday.

The other group was 6-hour water deprived on Monday.

Ch 9

These results illustrate the MO's effect on **learning**.

Because the lever press had never been reinforced before the IV (deprivation level) was implemented, we can be confident that increasing the level of deprivation can increase the amount of learning obtained during a single exposure to the contingency.

Ch 9

Monday: the 2 groups were deprived for 24 hours and 6 hours, respectively. The rats' lever press behavior was reinforced only once.

Tuesday: Both groups were deprived for 24 hours, and the rats' lever press was again reinforced only once. Latency of their response was measured.

Ch 9

One group was 24-hour water deprived on Tuesday.

The other group was 6-hour water deprived on Tuesday.

Ch 9

Only one lever press was used in order to eliminate and confounding variables such as extra learning opportunities and/or extinction.

Ch 9 Explain the experiment that illustrates the MO's effect on **performance**. Describe the procedure used in the experiment.	**Ch 9** Explain the experiment that illustrates the MO's effect on **performance**. What is the significance of the results of this experiment with respect to MOs?
Ch 9 Explain the experiment that illustrates the MO's effect on **performance**. Why was only one lever press used?	**Ch 9** What does Michael (1982) say is the MO's effects on **learning**?
Ch 9 Explain the experiment that illustrates the MO's effect on **performance**. What were the independent and dependent variables?	**Ch 9** What does Michael (1982) say is the MO's effects on **performance**?
Ch 9 Explain the experiment that illustrates the MO's effect on **performance**. What were the results of the experiment?	

Ch 9

These results illustrate the MO's effect on **performance**.

Because the IV (deprivation level) was modified *after* the rats had been exposed to the contingency, we can be confident that increasing the level of deprivation will increase the quality of that performance.

Ch 9

Monday: the 2 groups were deprived for 24 hours. The rats' lever press behavior was reinforced only once.

Tuesday: the 2 groups were deprived for 24 hours and 6 hours, respectively, and the rats' lever press was again reinforced only once. Latency of their response was measured.

Ch 9

Michael (1982) says:

MOs serve to increase the *reinforcing effectiveness* of a stimulus, event, or condition.

Ch 9

Only one lever press was used in order to eliminate and confounding variables such as extra learning opportunities and/or extinction.

Ch 9

Michael (1982) says:

MOs serve to *increase the frequency of the type of behavior consequated* by a stimulus, event, or condition.

Ch 9

Independent variable: amount of time that the rats were deprived on TUESDAY.

Dependent variable: the latency of their response on TUESDAY.

Ch 9

The rats that were deprived for 24 hours on Tuesday demonstrated a shorter latency for their lever press than did the rats that were deprived for 6 hours.

Ch 11 Extinction of a previously reinforced response vs. removing the value of learned reinforcers and aversive conditions by stopping the pairing procedure. What's the common confusion?	**Ch 11** A common confusion is that "Rudolph learns to press the lever, so water is a learned reinforcer. Right?" Where is it that students are failing to discriminate when they compare the concepts of a reinforcement contingency and a learned reinforcer?
Ch 11 Extinction of a previously reinforced response vs. removing the value of learned reinforcers and aversive conditions by stopping the pairing procedure. Compare & contrast.	**Ch 11** The motivating operation for a learned reinforcer. What is the common confusion?
Ch 11 Extinction of a previously reinforced response vs. removing the value of learned reinforcers and aversive conditions by stopping the pairing procedure. Illustrate the differences between these 2 procedures with a pair of examples from the Skinner box.	**Ch 11** The motivating operation for a learned reinforcer. What is the correct assumption?
Ch 11 Recovery of a previously punished response vs. removing the value of learned aversive conditions by stopping the pairing procedure. Illustrate the differences between these 2 procedures with a pair of examples from the Skinner box.	**Ch 11** The motivating operation for a learned reinforcer. Is it possible to satiate on learned reinforcers?

Ch 11

They are identifying a pairing, but they are failing to discriminate between a pairing of a learned reinforcer & an unlearned reinforcer (2 stimuli) and a response & a reinforcing outcome.

The response is learned.

The reinforcer is unlearned.

Ch 11

People often think that removing the value of a learned reinforcer is an example of extinction.

Ch 11

People erroneously assume that a motivating operation performed on the *learned reinforcer* is sufficient to affect learning and performance.

Similarities:
-Both involve breaking a type of relationship between two events.
Differences:
-In extinction, the relationship between a RESPONSE & a REINFORCER is broken.
-In removing the value of a learned reinforcer, the relationship between a NEUTRAL STIMULUS and an UNLEANRED REINFORCER (or already established learned reinforcer) is broken.

Ch 11

Only MOs performed on the *unlearned reinforcer* paired with the learned reinforcer will affect learning and performance.

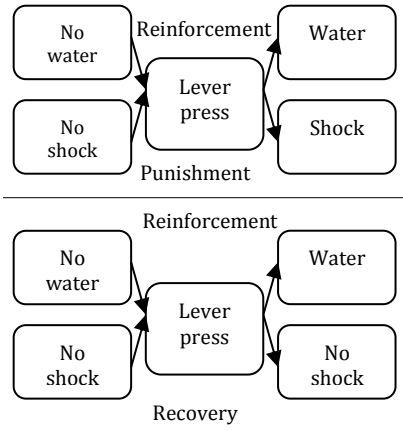
ORIGINAL REINFORCEMENT CONTINGENCY:
No water → lever press → water
EXTINCTION:
No water → lever press → no water

PAIRING
Dipper click → water
No dipper click → no water
UN-PAIRING
Dipper click → no water
No dipper click → no water

Ch 11

No, it is NOT possible to satiate on a learned reinforcer.

Satiation can only occur with the unlearned reinforcers that the learned reinforcers are paired with.



PAIRING
Buzz → shock
No buzz → no shock
UN-PAIRING
Buzz → no shock
No buzz → no shock

Ch 11 The motivating operation for a learned reinforcer. Give an example of a reinforcement contingency in which a learned reinforcer is used. Discuss why an MO performed on this learned reinforcer would not affect learning and performance.	**Ch 11** Hedonic and instrumental reinforcers. How does the finger from a passing stranger illustrate the concept of a hedonic aversive condition?
Ch 11 Hedonic and instrumental reinforcers. Describe the Zimmerman & Hanford experiment.	
Ch 11 Hedonic & instrumental reinforcers. How does the Zimmerman & Hanford experiment relate to hedonic learned reinforcers.	
Ch 11 Hedonic and instrumental reinforcers. How does a smile from a passing stranger illustrate the concept of a hedonic learned reinforcer?	

Ch 11

Having a stranger flip the bird after I've smiled at them is a hedonic aversive condition because it will not lead to backup aversive outcomes.

This will punish my smiling to strangers even though their rudeness will not result in any other aversive outcomes.

Ch 11

No click → lever press → click
MO: water deprived (not click deprived)

MOs act upon the relative difference between the before & after conditions. The rat can be deprived of the click for weeks and the reinforcing effectiveness of the click would not increase.

Depriving him of **water** does increase the relative difference between the before & after conditions.

They occasionally non-contingently paired neutral stimuli (click, sight of feeder, termination of key & house light) with food.

They then shaped a key-peck response with the non-food stimuli.

In other words, the formerly neutral stimuli became learned reinforcers and were capable of being used to reinforce & maintain behavior.

Ch 11

Hedonic reinforcers are reinforcers that do not lead to backup reinforcers.

The non-food stimuli in the Z&H study acquired a reinforcing value as a reinforcer that would be classified as hedonic. This is b/c the non-food stimuli maintained the response even though the pigeon never received food for pecking the key.

Ch 11

The smile from a passing stranger is a hedonic learned reinforcer because it reinforces our bx even though by itself, it does not lead to backup reinforcers.

The stranger's smiling will increase my smiling to other passing strangers even though that smile will not result in any other reinforcers.

Ch 12

Discrimination training based on reinforcement vs. discrimination training based on escape.

Compare & contrast.

Ch 12

Complete the table.

	Before	**S^D**
When does it occur?		
Effects		
Makes after condition more reinforcing?		
Increase likelihood of reinforcement?		

Ch 12

Discrimination training based on reinforcement vs. discrimination training based on escape.

Illustrate this relationship using a pair of examples from the Skinner box.

Ch 12

Discriminative stimulus (S^D) vs. the before condition.

Provide an example of discriminated escape from the Skinner box and describe the differences between the before condition and the S^D.

Ch 12

Discrimination training based on reinforcement vs. discrimination training based on punishment

Compare & contrast.

Ch 12

Discriminative stimulus (S^D) vs. the before condition.

Some behavior analysts refer to all stimulus conditions that occur before a response as **antecedent stimuli**. What is the official POB position on using this terminology?.

Ch 12

Discrimination training based on reinforcement vs. discrimination training based on punishment.

Illustrate this relationship using a pair of examples from the Skinner box.

Ch 12

A discriminated vs. an undiscriminated contingency.

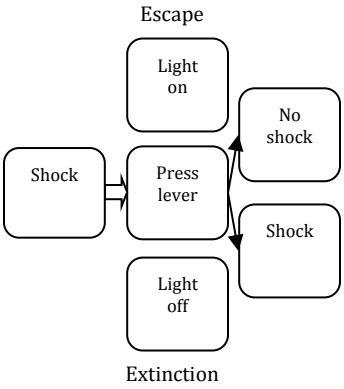
Compare & contrast.

Ch 12

Complete the table.

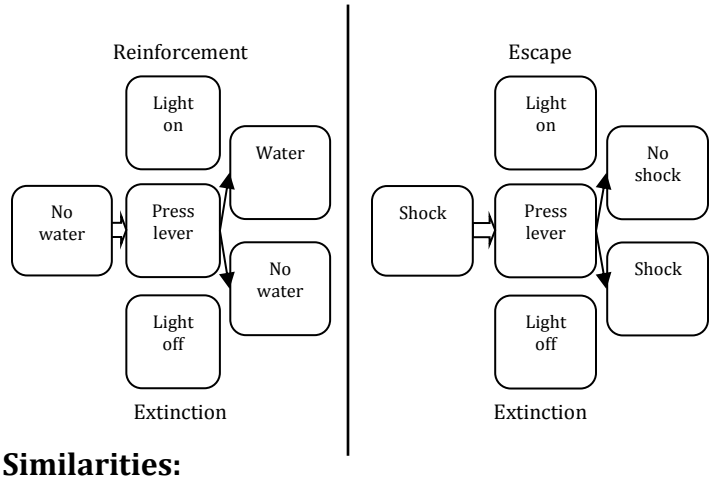
	Before	S^D
When does it occur?	Before	Before
Effects	Increases bx	Increases bx
Makes after condition more reinforcing?	YES	NO
Increase likelihood of reinforcement?	NO	YES

Similarities:
-Shock & light are both on before the LP.
-Both increase LPing
Differences:
-Only the presence of the shock makes the after condition (no shock) more reinforcing.
-Only the presence of the light increases the likelihood of reinforcement.



Similarities:
-Both include the reinforcement of behavior in the presence of the S^D and an extinction procedure in the presence of the S^{Δ}.

Differences:
-In discrimination training w/reinforcement, a reinforcer is presented in the presence of the S^D and withheld in the presence of the S^{Δ}.
-In discrimination training w/escape, an aversive condition is removed in the presence of the S^D and remains in place in the presence of the S^{Δ}.



Ch 12

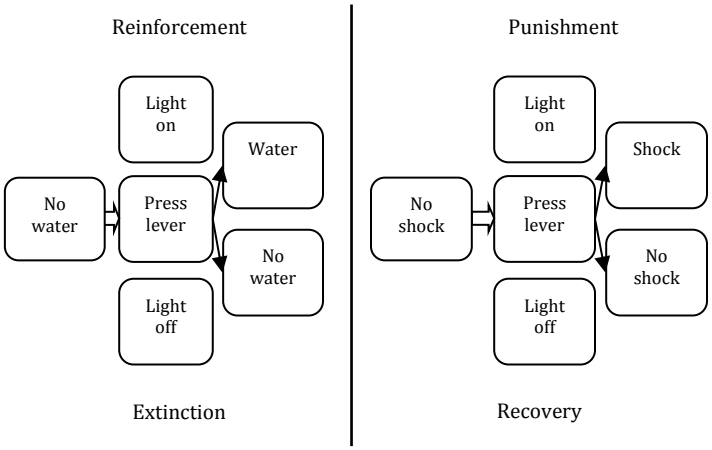
Antecedent stimuli is too broad a term to effectively describe the various stimuli present before a response.

These stimuli serve different functions.

Therefore, it is more efficient to refer to them as "before condition" and "discriminative stimuli."

Similarities:
-They both contain a "before-response-outcome" contingency within them.
Differences:
-Undiscriminated contingency: the outcome for the response will be delivered NO MATTER WHAT the environmental conditions are
-Discriminated contingency: the outcome for a response will ONLY be delivered when specific environmental conditions are present.

Similarities:
-Both include the presentation of a stimulus, event, or condition in the presence of the S^D and that stimulus, event, or condition is withheld in the presence of the S^{Δ}.
Differences:
-In discrimination training w/reinforcement, a reinforcer is presented in the presence of the S^D and withheld in the presence of the S^{Δ}.
-In discrimination training w/punishment, an aversive condition is presented in the presence of the S^D and is withheld in the presence of the S^{Δ}.



Ch 12 A discriminated vs. an undiscriminated contingency. What is the common confusion?	**Ch 13** Stimulus generalization gradients: The pigeon and the colored light stimuli Describe the procedure and the rationale behind using it.
Ch 12 A discriminated vs. an undiscriminated contingency. Provide 2 everyday examples, one of each.	**Ch 13** Stimulus generalization gradients: The pigeon and the colored light stimuli Describe the testing procedure and the rationale behind using it.
Ch 12 Operandum test What is the purpose of this test?	**Ch 13** Stimulus generalization gradients: The pigeon and the colored light stimuli Graph some hypothetical results illustrating complete generalization between the light colors.
Ch 12 Operandum test Provide an example from everyday life that includes a discriminated contingency in which there is an operandum that is distinct from the S^D.	**Ch 13** Stimulus generalization gradients: The pigeon and the colored light stimuli Graph some hypothetical results illustrating complete discrimination between the light colors.

Ch 13

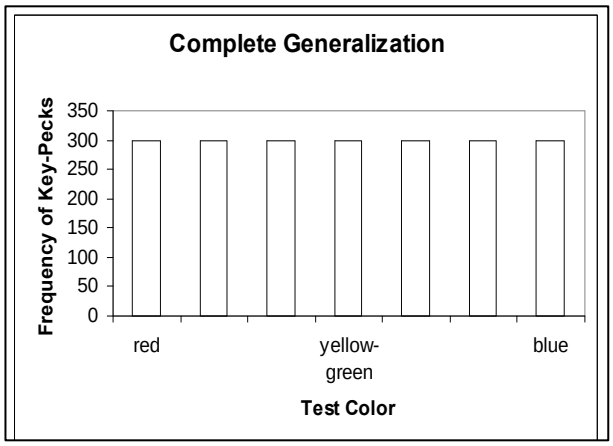
They intermittently reinforced the pigeon's key-pecks in the presence of a yellow-green light.

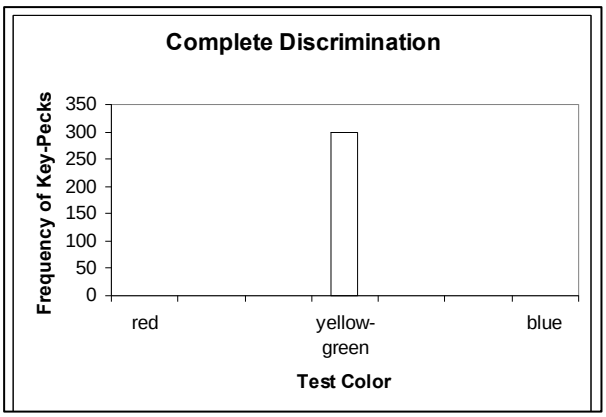
Intermittent reinforcement was used to increase the behavior's resistance to extinction (so the behavior would persist during testing)

Ch 13

They presented novel, different colored lights and measured key-pecks.

Extinction was used for all key pecks. This was done in order to eliminate any effects that would have occurred from discrimination training.





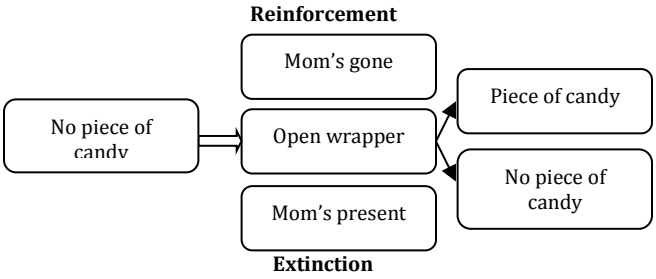
Confusion:

Many people believe that all contingencies are discriminated.

However, the environmental conditions surrounding the performance of a response DO NOT always affect the availability of the outcome for that response.

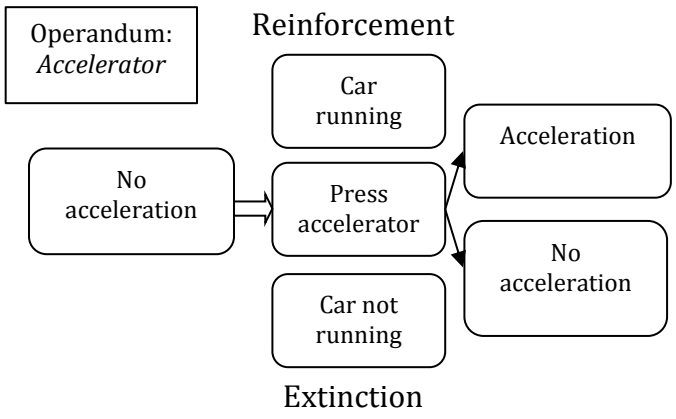
Undiscriminated:
No piece of candy→open wrapper→piece of candy

Discriminated:



Purpose:

To help distinguish between the environmental conditions that affect the availability of reinforcement or punishment **(SD)** and the part of the environment that the organism manipulates **(operandum)**.

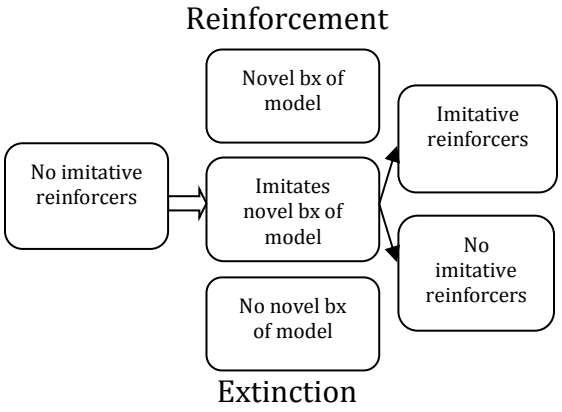


Ch 13 Stimulus generalization gradients: The pigeon and the colored light stimuli Graph some typical, intermediate results.	**Ch 14** Theory of generalized imitation. Explain the theory.
Ch 13 Stimulus generalization gradients: The pigeon and the colored light stimuli Be able to speak fluently about the graph of the typical, intermediate results.	**Ch 14** Theory of generalized imitation. Draw a generic diagram illustrating generalized imitation.
	Ch 14 Theory of generalized imitation. Explain the need for the theory.

Theory of generalized imitation:
Generalized imitative responses occur behavior they automatically produce imitative reinforcers.

Imitative reinforcers are the stimuli arising from the match between the behavior of the imitator and behavior of the model.

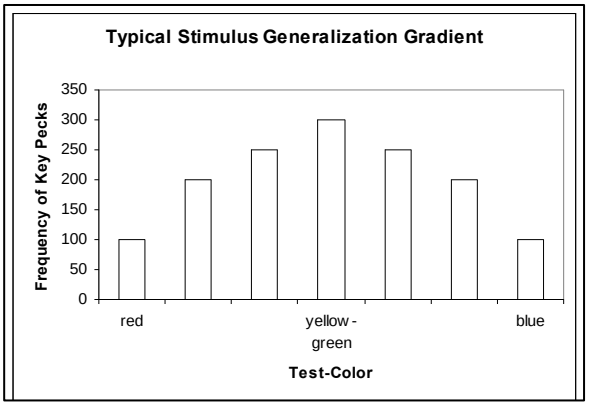
These generalized imitative responses will maintain only of other imitative responses have occurred and have been reinforced previously.



We need a theory that explains why an imitator performs a response when there seems to be no reinforcement for that response.

According to the behavior analytic model, behavior will only maintain if it is immediately reinforced.

Therefore, this theory provides a way to explain why we observe generalized imitation.



-As the color of the light became increasingly different from the yellow-green light (the training stimulus), the pigeon pecked the key less.
-There was less generalization as the test stimulus became less similar to the training stimulus.

-The pigeon could more easily **discriminate** between colors that were **more different** than the training stimulus.
-The pigeon was more likely to **generalize** between colors that were **more similar** to the training stimulus.

Ch 15

Extinction of cued avoidance.

Diagram extinction of cued avoidance.

Ch 15

	Avoidance	Punishment
Involves presentation of an aversive stimulus?		
Presentation is contingent?		
Prevention is contingent?		
Change in the frequency of the response		

Ch 15

Extinction of cued avoidance.

What's the common confusion?

Ch 15

Avoidance of an aversive condition vs. punishment.

Illustrate the differences with 2 examples from the Skinner box.

Ch 15

S^D vs. warning stimulus.

Compare & contrast.

Ch 15

Avoidance of an aversive condition vs. punishment.

What's the common confusion?

Ch 15

S^D vs. warning stimulus.

Diagram discriminated cued avoidance.

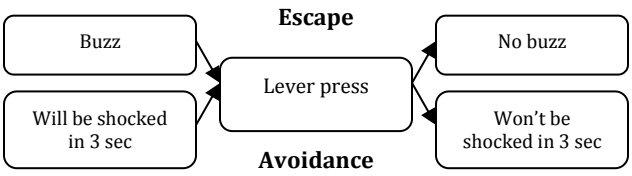
Ch 15

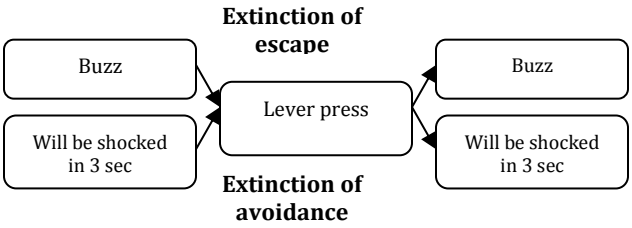
Avoidance of an aversive condition vs. punishment.

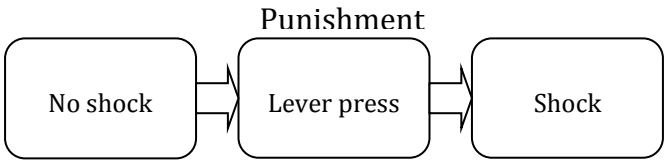
In what special case do these 2 contingencies seem to be essentially the same?

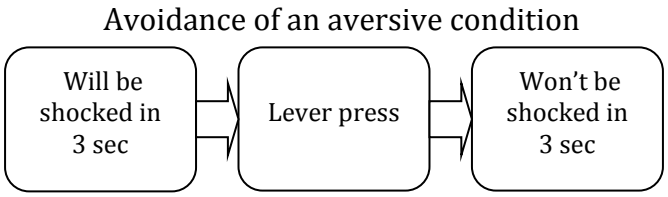
Complete the table

	Avoidance	Punishment
Involves presentation of an aversive stimulus?	YES	YES
Presentation is contingent?	NO	YES
Prevention is contingent?	YES	NO
Change in the frequency of the response	INCREASE	DECREASE









Confusion:

People think extinction of cued avoidance involves not presenting the warning stimulus.

However, in extinction, the response must occur, but no longer produce the outcome.

Some people mislabel a punishment contingency as an avoidance contingency, and some people mislabel an avoidance contingency as a punishment contingency.

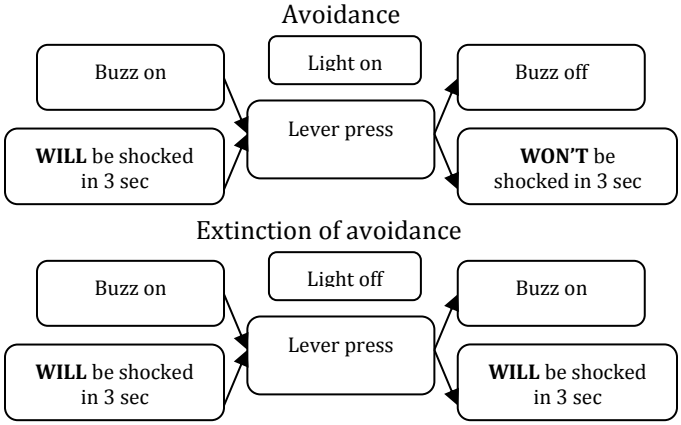
In both of these instances, they are analyzing non-behaviors (e.g., non-lever presses are reinforced by avoiding the shock).

These seem to be the same when there are **only** 2 response options available that are mutually exclusive.

For example, in a forced choice procedure, where the rat must jump from 1 of 2 platforms, and one of those receiving platforms is shocked.

We can't distinguish between jumping to the shock platform (punishment) and jumping to the non-shock platform (avoidance).

Similarities: Both are present before the response
Differences:-Presence of an S^D means that an outcome may occur ONLY IF the response occurs.
-A warning stimulus signals when an aversive outcome WILL occur.
-Presence of a warning stimulus means that if the response DOESN'T occur, the outcome will occur.
-The warning stimulus will be removed if the response occurs, whereas the S^D will remain in place regardless of whether a response occurs.



Ch 15

Avoidance of the loss vs. penalty.

	Avoidance	Penalty
Involves removal of a reinforcer		
Removal of S^r is contingent?		
Keeping of S^r is contingent?		
Change in the frequency of the response		

Ch 15

Avoidance and the Two-Factor Theory of Avoidance.

Discuss the importance of this theory with respect to explaining the avoidance contingency.

Ch 15

Avoidance of the loss vs. penalty.

Illustrate the differences with 2 examples from the Skinner box.

Ch 15

Avoidance and the Two-Factor Theory of Avoidance.

Why do we even include shock in the avoidance contingency?

Ch 15

Avoidance and the Two-Factor Theory of Avoidance.

Provide a diagram of cued avoidance including the component escape and avoidance contingencies as well as a diagram of the pairing between the original aversive outcome and the warning stimulus.

Ch 15

Avoidance and the Two-Factor Theory of Avoidance.

Provide a diagram of non-cued avoidance including the component escape and avoidance contingencies as well as a diagram of the pairing between the original aversive outcome and the warning stimulus.

Ch 15

Avoidance and the Two-Factor Theory of Avoidance.

Explain why we say that the only role of an avoidance contingency is its function as a pairing procedure.

Ch 15

Molar vs. molecular theory.

Define and give an example of the molar law of effect.

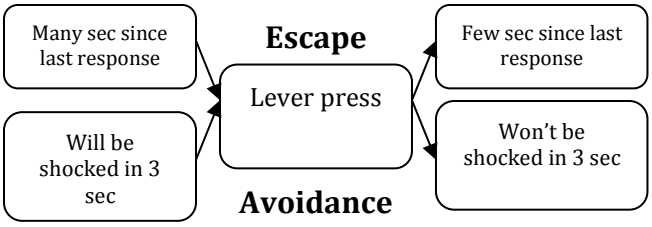
Ch 15

This theory is important because it seems that we get something from nothing (pressing the lever when there is no shock and getting no shock does not seem to fit with our model).

Avoiding the shock doesn't have much to do with affecting the frequency of the response, but it is actually escape from the learned aversive warning stimulus that reinforces the response.

Ch 15

The shock is necessary in altering the value of the neutral stimulus so that it becomes a learned aversive stimulus and can therefore act as a warning stimulus.



Pairing:
Many seconds since last response → shock
Few seconds since last response → no shock

Molar law of effect:
It is the *overall increase* in reinforcement or the *overall reduction* in aversive stimulation that controls the occurrence of a response.

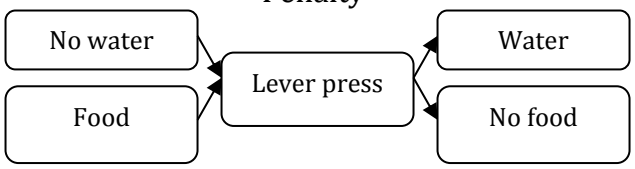
For example, in non-cued avoidance it is the overall reduction in the frequency of shocks per hour that reinforces the rat's avoidance response.

Ch 15

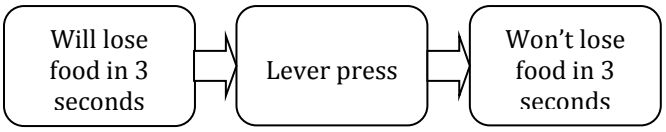
Avoidance of the loss vs. penalty.

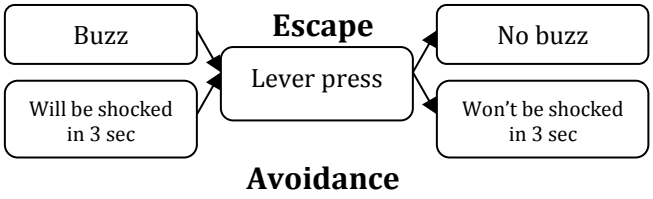
	Avoidance	Penalty
Involves removal of a reinforcer	YES	YES
Removal of S^r is contingent?	NO	YES
Keeping of S^r is contingent?	YES	NO
Change in the frequency of the response	INCREASE	DECREASE

Penalty



Avoidance of the loss





Pairing:
Buzz → shock
No buzz → no shock

The warning stimulus becomes a learned aversive stimulus through pairing w/the original aversive stimulus.

Therefore, the avoidance response is really reinforced by the contingent termination of the warning stimulus, not by the avoidance of the original aversive stimulus.

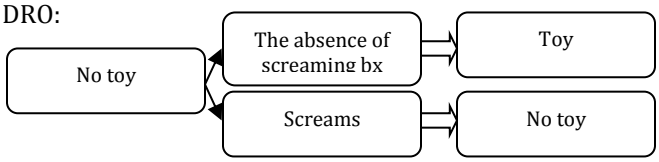
Ch 15 Molar vs. molecular theory. Define and give an example of the molecular law of effect.	**Ch 16** Punishment by the prevention vs. DRO. Why is it better to use the label of punishment by the prevention than DRO?
Ch 15 Molar vs. molecular theory. Compare & contrast.	**Ch 16** Punishment by the prevention vs. DRO. Provide an example of DRO and an opposite interpretation of that same example as punishment by the prevention.
	Ch 16 Punishment by the prevention vs. penalty. Compare & contrast.
	Ch 16 Punishment by the prevention vs. penalty. Provide 2 examples from the Skinner box illustrating each of these 2 contingencies.

DRO is essentially reinforcing non-behavior.

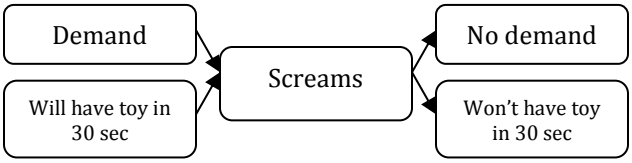
The category of "other behavior" is so broad that it is essentially the "absence of the target behavior" that is being reinforced.

Punishment by the prevention is better because it focuses on the occurrence of a *specific* behavior.

DRO:



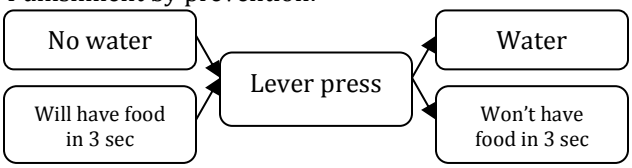
Punishment by the prevention:



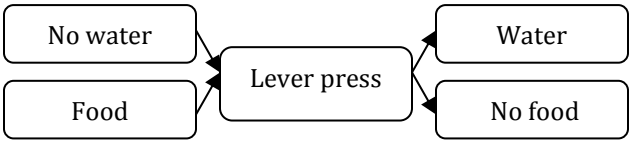
Similarities:
-Both result in a decrease in behavior.
-In both, the outcome is that the organism does not have the reinforcer in the after condition.

Differences:
-In *punishment by prevention*, the organism never had the reinforcer in the first place.
-Prevention is response contingent
-In *penalty* the organism did have the reinforcer.
-Removal is reponse contingent.

Punishment by prevention:



Penalty:



Molecular law of effect:

The *immediate likelihood* of a reinforcer or an aversive condition controls the occurrence of that response.

For example, it is the *immediate presentation* of shock that reduces the frequency of the rat's lever press and no the overall increase in shocks per hour.

Similarities: Both propose to explain behavior in terms of its consequences.

Differences:
-The molar law of effect takes into account the overall amount or rate that reinforcers and aversive outcomes occur after behavior.
-The molecular law of effect analyzes the consequences as they occur *immediately* after a specific response.

Ch 17 & 18 Ratio schedules & interval schedules of reinforcement and punishment. Compare & contrast.	**Ch 17 & 18** Limited hold vs. deadline. Provide an example in daily life of each.
Ch 17 & 18 Variable ratio schedules in the Skinner box vs. the scheduling used by slot machines in Las Vegas. Compare & contrast.	**Ch 17 & 18** Why does intermittent reinforcement increase resistance to extinction (as compared to continuous reinforcement)?
Ch 17 & 18 Fixed-interval (FI) vs. fixed-time schedules. Compare & contrast.	
Ch 17 & 18 Limited hold vs. deadline. Compare & contrast.	

Deadline: Due date for a term paper.

-Reinforcement will be delivered for turning in your paper anytime between now and the due date.

Limited hold: Running through the park between 6 and 7am because you know that another cute boy or girl regularly runs through the park at that time.

-Reinforcement will only be delivered between those 2 specified times.

There is greater stimulus generalization between intermittent reinforcement and extinction
&
greater discrimination between continuous reinforcement and extinction.

Similarities: They are both manners in which intermittent reinforcement or punishment may be scheduled.

Differences:

-For ratio schedules, the outcome is delivered after a specific number of responses have occurred.

-For interval schedules, the crucial measure is amount of time that has passed since the last response that was reinforced or punished.

VEGAS	SKINNER BOX
Many other reinforcers interspersed (lights, music, smells, etc.)	N/A
Amount of reinforcer varies (might win $5, then $100)	Only one value of the reinforcer (e.g., 1 drop of water)
Lower ratios (you **won't** gamble on a VR 100 ratio)	Higher ratios (Rudolph **will** press the lever on a VR 100 ratio)
Emotional reinforcers (the "close but no cigar" phenomenon)	N/A – no such thing as *close* to a drop of water

Similarities: For both, delivery of the outcome is dependent upon the passage of time.

Differences:

-Delivery of an outcome on an FI schedule is dependent upon the first response after a passage of time since the last response was reinforced or punished.

-Delivery of an outcome on a fixed-time schedule is dependent upon the passage of time since the last deliery of a reinforcer or aversive condition regardless of whether a response has occurred.

Similarities: Both specify a time in which a response will produce a reinforcer.

Differences:

-Deadline specifies the time ***before which*** a response will be reinforced.

-Between now & a specified time.

-Limisted hold specifies a time ***during which*** a response will be reinforced.

-Between 2 times in the future.

Ch 21 Operant conditioning procedure vs. respondent conditioning procedure. Compare & contrast.	**Ch 21** If you were given a behavioral phenomenon and provided with a respondent explanation for it along with the confounded operant interpretation, what procedure would you use to determine which process was actually supporting the behavior?
Ch 21 Operant conditioning procedure vs. respondent conditioning procedure. Provide an example of respondent conditioning with food.	**Ch 21** Operant extinction vs. respondent extinction. Compare & contrast.
Ch 21 Operant conditioning procedure vs. respondent conditioning procedure. Provide an operant interpretation of the Pavlov's dog example.	**Ch 21** Operant extinction vs. respondent extinction. Provide a Skinner box example of operant extinction and another example of respondent extinction.
Ch 21 Some may argue that there are *unconditioned reflexes*. Please provide an example of a so-called "unconditioned reflex" then provide the operant conditioning interpretation to explain the behavior.	**Ch 21** Operant pairing procedure with the value-altering principle vs. respondent conditioning. Compare & contrast.

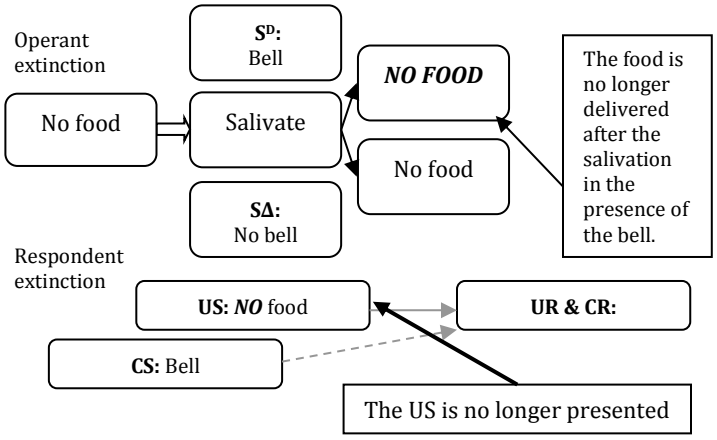
Operant extinction. By doing so, you would eliminate any consequences that result from the occurrence of the behavior.

If respondent conditioning were really an adequate explanation, the bx would still occur since respondent bx will occur regardless of any change in stimulus conditions following the response.

If the bx extinguishes, it would be demonstrated that operant conditioning was a more adequate explanation.

Similarities: For both, the response frequency decreases.

Differences:
-For operant extinction, the response does occur and the consequence is no longer delivered.
-For respondent extinction, the US is no longer paired with the CS and the occurrence of the response is irrelevant.

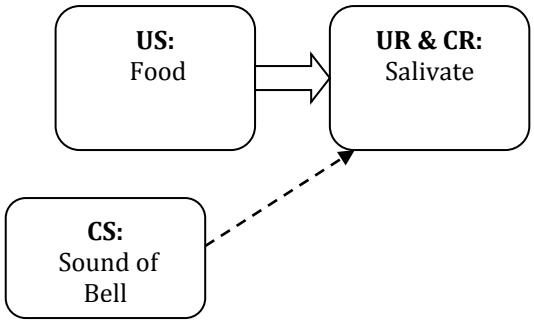


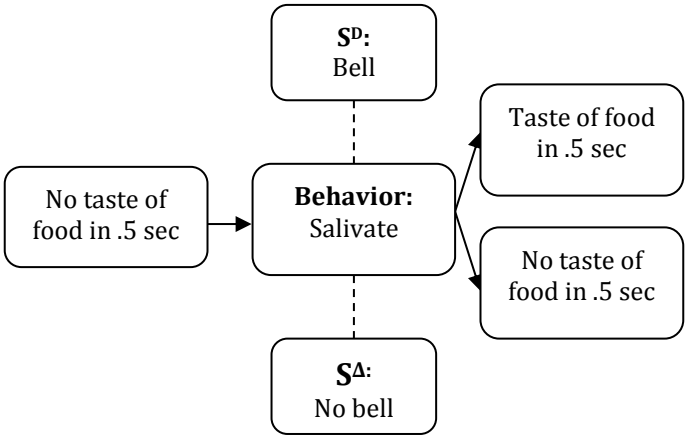
Similarities:
-Both involve pairing stimuli.
-Both result in one stimulus acquiring relatively the same function of the other stimulus.

Differences:
-Operant pairing changes a neutral stimulus into a learned reinforcer or aversive condition.
-Respondent pairing changes a neutral stimulus into a conditioned eliciting stimulus, or CS.

Similarities: Both involve the same stimuli and response (e.g., sound of bell, and salivation)

Differences:
-Operant conditioning is when the future occurrence of bx is dependent upon the consequences of that behavior.
-Respondent conditioning is when the future occurrence of a bx is dependent upon the presence of a stimulus before the bx may occur and is NOT due to the consequences of that bx.





Pupil contraction in presence of bright light:
Respondent interpretation:
US: Bright light → UR: pupil contraction

Operant interpretation:
Bright light → pupil contracts → less bright light

Ch 22 Direct-acting vs. indirect-acting contingencies. What's the common confusion?	**Ch 24** The cause of poor self-management. What is the myth? Why is it wrong? What is the REAL cause of poor self-management?
Ch 22 Direct-acting vs. indirect-acting contingencies. What problems can arise from a failure to discriminate between the 2 types of contingencies?	**Ch 24** The cause of poor self-management. Provide an everyday example of a rule with a delayed outcome that fails to control behavior. Then, explain how increasing the size or probability of the outcome can increase the effectiveness of the rule.
Ch 22 Direct-acting vs. indirect-acting contingencies. Compare & contrast.	
Ch 22 Direct-acting vs. indirect-acting contingencies. Provide a pair of everyday contingencies.	**Ch 26** Effective moral & legal control vs. building a world frre of aversive control. What is the POB viewpoint on this debate?

Myth of poor self-management: Poor self-management occurs because immediate outcomes control our behavior better than delayed outcomes do.

However, the delay isn't crucial.

Real cause of poor self-management: Poor self-management occurs because of outcomes that are too small or too improbable.

Ch 22

Confusion:

People often fail to discriminate between the two types of contingencies and falsely treat indirect-acting contingencies as if they were direct-acting.

Buckling a seatbelt

You don't normally buckle a seatbelt because the probability of a ticket is pretty low.

However, on Memorial Day, when there are more police out, the probability of getting a ticket is much higher, so you wear your seatbelt.

Ch 22

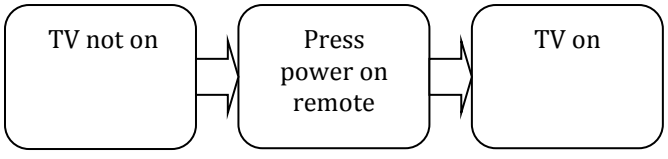
This failure to discriminate leads to people to believe that Rudolph's behavior can be controlled by the same contingencies that you or I can!

This can lead to faulty experiments or ineffective treatments.

Similarities: Both function similarly in that they both can control behavior.
Differences:
-Direct-acting contingencies: outcome does reinforce or punish the bx. This is what controls bx.
-Indirect-acting contingencies: the outcome does NOT reinforce or punish the bx. It is the statement of a rule that controls bx.
-Direct-acting: control bx of all organisms.
-Indirect-acting: control bx of verbal organisms.

-In the case of moral & legal control, we are usually dealing with indirect-acting contingencies. If we are going to increase behavior, we need to use a deadline.
-When we add deadlines to the picture, we are dealing with analogs to avoidance. Therefore, it is the avoidance of an aversive condition that is controlling our behavior.
-Additionally, if we are talking about reducing behavior, we are talking about analogs to penalty or punishment and these also use threats of aversive consequences to control behavior.

Direct-acting reinforcement contingency



Indirect-acting reinforcement contingency

Ch 27 The 2 myths of performance maintenance. What are they?	**Ch 27** Transfer of training vs. stimulus generalization. Provide an example of transfer that exposes the error of the *transfer of training myth.*
Ch 27 The 2 myths of performance maintenance. Provide an example of each.	
Ch 27 Transfer of training vs. stimulus generalization. What is the myth concerning these 2 phenomenon?	
Ch 27 Transfer of training vs. stimulus generalization. Compare & contrast.	

Transfer of training of street crossing skills.

The training setting is a cardboard model with plastic dolls. The test setting will be a REAL street with REAL people.

Participants can discriminate between the 2 settings, yet transfer still occurs, ***due to rules.***

So, there are 2 methods by which transfer of training occurs: stimulus generalization and rules.

Myth of perpetual-behavior maintenance: states that if you modify a behavior, then it will maintain itself without having to deliver anymore consequences for that behavior.

Myth of intermittent reinforcement: states that an intermittent schedule of reinforcement can be thinned to extremely high levels until the behavior is super-resistant to extinction.

Examples:

Myth of perpetual-behavior maintenance: once you get down to your goal weight, you won't have to intervene anymore & you'll stay thin.

-Just because you got your weight down, doesn't mean it will stay there forever w/no intervention in place.

Myth of intermittent reinforcement: Rudolph: start with an FR5 schedule of reinforcement, then thin it to FR10, FR20, FR 50, FR 100, FR1000, etc.

-This will ccertainly lead to extinction.

Transfer of training myth:

You can explain all occurrences of transfer of training by terms of stimulus generalization.

Similarities: Both deal with responding in one setting that was acquired in another setting.

Differences:

-Transfer of training encompasses all instances where responses learned in one setting occurs in another setting.

-Stimulus generalization is a special case of transfer of training (a sub-category). It is one mechanism for explaining transfer of training. Does not explain why transfer of training occurs when settings share no physical similarities.